

State of Maine Learning Results GUIDING PRINCIPLES

Each Maine student must leave school as—

- 1
A CLEAR & EFFECTIVE COMMUNICATOR
- 2
A SELF-DIRECTED & LIFELONG LEARNER
- 3
A CREATIVE & PRACTICAL PROBLEM-SOLVER
- 4
A RESPONSIBLE & INVOLVED CITIZEN
- 5
A COLLABORATIVE & QUALITY WORKER
- 6
AN INTEGRATIVE & INFORMED THINKER

Personal Learning Plan— Career Preparation for High School Students

Form B ♦♦ HS—Maine Learning Results 1st
Maine Learning Results Correlated to the Career-Development Process

Maine Learning Results Curriculum Integration Project

*“To reach the goals of high achievement and high aspirations
for every Maine youth presented in the Maine Learning
Results, schooling must recognize the individuality of each
student’s learning path....*

“The personal learning plan begins where the student is.”

—Promising Futures

Report to the Maine Department of Education

*This document was originally produced in
Autumn 1998 for career preparation pilots at—*

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May 2000

The Curriculum Integration Project is an initiative of the Maine Association of Vocational Education Administrators (MAVEA). A primary goal of this initiative is to demonstrate the important role of secondary technical education for the future success of our high school graduates by linking technical and career preparation curricula to the State of Maine Learning Results.

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The High School documents (Forms A & B) **culminate the series of Career Preparation for Grades 3-4** (Form C) **and Career Preparation for Middle School Students** (Form D). **Together with their Appendixes** (Form X), these documents represent MAVEA's Maine Learning Results Curriculum Integration Project for Career Preparation.



Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.

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Preface

Students often need help from guidance counselors, librarians, and academic and technical faculty in putting a career context around classroom learning. Students also need frequent opportunities to apply learning across disciplines and to different kinds of work.

Personal Learning Plan—Career Preparation for High School Students serves as a student guide on three levels: 1) career preparation, 2) on-the-job success, and 3) long-term career management. Originally published as a single document, it is divided here into Form A (Tabs/Parts 1-3), Form B (Tabs/Parts 4-5), and Form X: Appendixes.

Form A is patterned after skill standards developed by the Research & Curriculum Division of the Center for Career Development. Skill standards are composed of tasks organized under duty areas and accompanied by assessment criteria. Form B reorganizes the material to present Maine Learning Results (MLR) first.

Form A arranges tasks in “career-development order” then links each to career and academic MLR. Form B begins with the Performance Indicators for Career Preparation Standards A, B, C, & D, followed by the appropriate Standards and Performance Indicators for academic disciplines, then links each one to its career-development task(s) as presented in Form A. To aid in assessment, Student Performance Criteria follow each task in Form A and each MLR in Form B.

This rubric, repeated frequently throughout, is offered as an overall assessment for tasks.

Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*
2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*
3=Meets the standard: demonstrates all of the skill all of the time.
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

To Students

Formal career preparation is the wrapping on the package: imperative, regardless of your field of interest.

To compete in the global marketplace, companies need workers with a broad range of knowledge and skills who also get to work on time, dress appropriately, get along with co-workers, work productively alone or in teams, make appropriate decisions, speak and write fluently, and acquire new skills with the advance of knowledge and technology.

If you haven't already, you need to identify your field of interest—its opportunities, challenges, and requirements—and plan your high school courses accordingly. You also need to master the techniques of getting and keeping a job. (These will work for finding and succeeding in an appropriate college program, too.) At first, you may need help from school personnel, but over the course of each high school year, you can take more and more responsibility for initiating and self-assessing career activities. By graduation—especially if you enroll in a school-to-career pathway—you should feel competent and confident in your ability to take charge of your own future.

On graduation day, you want to know what your next step is and be prepared to take it. You can probably count on needing at least some education or training beyond high school. Still, whether you start immediately to earn your living, go right to college, or combine the two, you'll have more options if, in addition to your academic and technical skills, you know who you are, what your life goals are, and how you plan to achieve them.

“Low-skill jobs are disappearing at increasing speed. And the higher skill jobs that are proliferating require the very qualities that good educators have always valued: broad and deep knowledge, a critical mind, the capacity for autonomous and thoughtful behavior, the ability to relate productively to others, the ability to think well, and the capacity to learn what one needs to learn when one needs to learn it.”

—Marc Tucker, President
National Center for Education & the Economy
Quoted in *Promising Futures*



Whatever you can do or dream you can, begin it.

Boldness has genius, power, and magic in it.

—Johann Wolfgang von Goethe, 1749-1832

To Faculty

Use this document as a planning guide for students' career preparation.

Personal Learning Plan—Career Preparation for High School Students is presented in two formats. Form B is the second half of the original document. Here, MLR are given first, followed by related career-development tasks and criteria for assessing student performance. Form A, the first half of the original document, begins with tasks in the career-development process in sequence, followed by criteria for assessing student performance and related Maine Learning Results (MLR).

Tasks and performance criteria are organized under broad categories or duty areas and can serve as both framework and assessment tool for students' independent career research, career mini-courses, career-related class projects across academic disciplines, school and business/community projects, school-based enterprises, or students' actual job experience.*

*Part 2 in Form A is worded as if the student were already working and expected to conform to the workplace culture. This culture could also be invoked for school activities. Parts 1, 2, and 3 begin with the career-planning task and link it to MLR. Parts 4 and 5—Form B—present the same information as Parts 1, 2, and 3, but in reverse order. ***This arrangement offers flexibility.*** You can have students start anywhere in the career-development process (Form A) and work through tasks in a particular category/duty area, or have a student or group of students start with a particular MLR (Form B) and address it through its related task(s).

Form A (Parts 1,2,&3)

Task	Performance Criteria (Refer to for assessment.)	MLR
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Form B (Parts 4&5)

MLR	Task Performance Criteria (Refer to for assessment.)	Class Activities (List of ideas.)
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Here, in Form B, Part 4 includes a variety of suggestions for class activities to meet Career Preparation MLR. These suggestions are adapted from ideas developed by faculty and staff of Rockland District Schools. Part 5 provides space for making a similar list of career preparation activities linked to academic MLR.

Students can use tasks in this document as a checklist for career and college preparation. They can begin at the beginning or wherever they are in their planning. Most students will repeat career-development tasks again and again over the course of their working lives as they grow in experience and as new job and career opportunities present themselves.

Personal Learning Plan—Career Preparation for High School Students includes all secondary MLR for Career Preparation and Economics as well as particular secondary MLR in English Language Arts, Health Education, Mathematics, Technology, and Visual & Performing Arts.

Academic MLR are included because of their relationship to all career pathways and to one or more MLR Career Preparation standards. A NOTES section for each task encourages student journaling and student-faculty dialogue.

Performance criteria for each task provide a basis for assessing student progress. Criteria are designed to—

- ◆ Be observable;
- ◆ Be performed within a given or limited timeframe; and
- ◆ Lead to a product, service, or decision.

A general, 1-4 assessment rubric is provided in the *Preface* on page ii and at or near the beginning of each section. Both the student and the person supervising the task (guidance counselor, faculty advisor, workplace mentor, etc.) have space for task assessment. ***Emphasis is on self-assessment to encourage student ownership.***

Acknowledgments



STEERING COMMITTEE

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The primary source for this document is the *Workplace Skills Duty/Task List* produced by **V-TECS (Vocational-Technical Education Consortium of States)**. V-TECS products and services promote workforce development through skill standards based on what the person doing the job actually does. V-TECS *Workplace Skills* lists 98 skills that business, industry, and educational leaders nationwide consider necessary if tomorrow's worker is to be "a creative and responsible problem-solver, have skills and attitudes on which employers can build, and fit into a high-performance organization." All 98 skills are incorporated here.

Another major source for this document is the Grades 9-12 section of the *Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12*, produced by the **Mid-Coast School of Technology, Region 8 Cooperative Board of Education**. The *Guidance Implementation Plan* is organized according to these questions: Who Am I? Where Am I Going? How Do I Get There? The full plan provides a foundation for career awareness and planning from pre-kindergarten through grade 12.

The Center for Career Development, part of the **Maine Technical College System**, produced the two other major sources for this document. The Center administers Maine's statewide school-to-career pathway, **Maine Career Advantage**. MCA staff developed the *Employability Skills Training* (EST) curriculum to train student interns in the attributes they need to demonstrate in the workplace. MCA staff are based at each Maine Technical College and provide career-skills training free to public high schools statewide.

The Center's **Research & Curriculum Division** (R&C) has developed over 20 industry skill standards. They were produced initially to serve as MCA interns' workplace training plans. Carefully researched and maintained, R&C skill standards are validated by Maine educators and Maine companies for use in school-to-career programs statewide. Each R&C standard includes a section on *Essential Skills*: the professional attributes that every worker needs, regardless of job or career area. Essential Skills are incorporated in Form A under Part 2, "Career Experience: How Do I Handle the Work I Find?"

Finally, Part 4 in Form B includes a list of ideas for class activities related to Maine Learning Results for Career Preparation. The list is adapted from the high school portion of **Maine Learning Results Class Activities for Career Preparation K-12**, by staff of Rockland District Schools.

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Task Assessment Rating Key

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4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

◆ MLR Guiding Principles Keyed to Selected Tasks in Parts 2 & 3 of *Career Preparation for High School Students*

MAINE LEARNING RESULT <u>GUIDING PRINCIPLE</u>	TASK & STUDENT PERFORMANCE CRITERIA (Task number refers to Part [Tab]/Section/Item of task in career-development sequence.)	
I. A CLEAR AND EFFECTIVE COMMUNICATOR – <i>A. Uses oral, written, visual, artistic, and technological modes of expression.</i>	2.4.14	Uses correct organizational and technical vocabulary. Employs appropriate organizational and technical vocabulary when communicating orally and in writing.
II. A SELF-DIRECTED AND LIFE-LONG LEARNER – <i>A. Creates career and education plans that reflect personal goals, interests and skills, and available resources.</i>	2.7.1 3.1.1 3.1.4	Sets goals. Develops realistic personal performance goals; defines steps to reach long- and short-term goals; measures progress toward goals. Takes responsibility for own future. Makes choices/decisions that will lead to fulfillment of identified career and other life goals. Demonstrates understanding of the “new employment contract” (see Glossary in Form X) and the need for lifelong learning. Recognizes need to manage own career; keeps knowledge/skills up to date; seeks additional education/training to acquire new knowledge/skills.
III. A CREATIVE AND PRACTICAL PROBLEM-SOLVER – <i>A. Observes situations objectively to clearly and accurately define problems.</i> <i>*(See also, page 52 below.)</i>	2.4.10 2.10.1 2.10.6-8	Uses effective questioning techniques. Asks clear, concise, and appropriate questions. Clarifies scope of task or project. Determines own role in accomplishing task/project and its desired outcome; works backward to plan steps for accomplishing it. Applies problem-solving, decision-making, and creative thinking skills.*
IV. A RESPONSIBLE AND INVOLVED CITIZEN – <i>B. Understands the importance of accepting responsibility for personal decisions and actions.</i>	2.3.4	Displays workplace ethics. Follows organizational rules and policies; complies with applicable local, state, and federal regulations; follows confidentiality and security procedures.

MAINE LEARNING RESULT <u>GUIDING PRINCIPLE</u>	TASK & STUDENT PERFORMANCE CRITERIA (Task number refers to Part [Tab]/Section/Item of task in career-development sequence.)	
V. A COLLABORATIVE AND QUALITY WORKER – <i>C. Demonstrates reliability, flexibility, and concern for quality.</i>	2.3.1	Displays high standards for attendance and punctuality. Arrives on time; remains at worksite as scheduled; complies with organizational attendance policies; uses break times appropriately.
	2.3.2	Follows worksite policies pertaining to appearance. Dresses/grooms for required duties appropriately and in compliance with safety regulations.
	2.3.5	Displays motivation. Exhibits enthusiasm and optimism in approaching and completing tasks; shows initiative and eagerness to learn.
	2.3.7	Displays responsibility. Accepts responsibility for personal decisions and actions; reports problems to supervisors; perseveres when assigned challenging duties.
	2.3.8	Displays self-confidence. Exhibits positive attitude when learning new methods, techniques, and processes of work; shows persistence; copes with stressful situations; copes with mistakes and failures constructively.
	2.4.11	Responds to feedback and constructive criticism. Accepts review, comments, and suggestions for improvement from supervisors, co-workers, and customers positively and appropriately.
	2.7.3	Displays commitment to quality. Explains importance of quality to departmental and organizational goals; identifies and addresses product/service quality issues; follows quality control procedures; offers suggestions for improving quality.
	2.7.5	Self-assesses performance. Evaluates own performance with input from supervisors, co-workers, and customers.
	2.8.1	Demonstrates proper business etiquette. Greets each customer courteously and respectfully; makes introductions; interacts with each customer in a professional manner.
	2.9.2	Follows company/organizational work processes and procedures. Complies with company/organizational practices concerning lines of communication and workflow.

MAINE LEARNING RESULT <u>GUIDING PRINCIPLE</u>	TASK & STUDENT PERFORMANCE CRITERIA (Task number refers to Part [Tab]/Section/Item of task in career-development sequence.)	
<p>III. A CREATIVE AND PRACTICAL PROBLEM-SOLVER – <i>A. Observes situations objectively to clearly and accurately define problems.</i> <i>B. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions.</i> <i>C. Identifies patterns, trends, and relationships that apply to solutions to problems.</i> <i>D. Generates a variety of solutions, builds a case for the best response, and critically evaluates [the] effectiveness of this response.</i></p> <p>VI. AN INTEGRATIVE AND INFORMED THINKER – <i>A. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation.</i> <i>B. Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.</i></p>	<p></p> <p>2.10.6</p> <p>2.10.7</p> <p>2.10.8</p>	<p><i>From Form A, Part 2 (Tab 2), page 35.</i></p> <p>Applies problem-solving skills. Identifies and analyzes problems; suggests reasonable solutions; follows organizational policies regarding problem situations.</p> <p>Applies decision-making skills. Identifies decisions to be made; evaluates consequences of possible courses of action; implements decisions; evaluates outcomes and communicates to appropriate personnel.</p> <p>Applies creative thinking skills. Generates ideas; adapts ideas and information in innovative ways to complete duties effectively and efficiently.</p>

Career Preparation Standard A

PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

◆ Layout Guide for Part 4

MAINE LEARNING RESULT				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess* <u>Student rating of own level</u>	CP Career Preparation A3 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements. <u>Career Preparation MLR for High School students listed in order.</u>	1.2.5 <u>Task number (part, section, item)</u>	Prepares written communications. Develops/responds to communications such as memos, letters, and reports using proper business writing style; ensures relevant, clear, accurate, and complete information. <u>Task +</u> <u>How task might “look” when accomplished.</u>	1/Have students interview a professional to find out how educational requirements have changed. 2/Have students use the Internet to investigate labor market information. 3/Assign a research project on job trends. 4/.... <u>Ideas for faculty and staff for activities linked to Career Preparation MLR.</u> <u>Adapted from a list prepared by School-to-Work and Guidance staff of Rockland District Schools.</u>
SUPV Assess* <u>Faculty or other supervisor rating</u>	NOTES <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, student process/progress, etc.</u>			

*Task Assessment Rating Key

- 1=Does not meet the standard: demonstrates part of the skill part of the time.
 2=Partially meets the standard: demonstrates part of the skill all of the time or all of the skill part of the time.
 3=**Meets the standard: demonstrates all of the skill all of the time.**
 4=Exceeds the standard: demonstrates all of the skill all of the time with increased sophistication.

◆ MLR Performance Indicators Keyed to Tasks in Parts 1, 2, & 3 of *Career Preparation for High School Students*

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A1 Demonstrate the leadership and membership skills necessary to succeed as a member of a team. NOTES	2.6.1	Works effectively as part of a team. Explains the team's importance to departmental and organizational goals; participates appropriately in staff/team/department meetings; fulfills personal responsibilities as a team member.	1/Assign a project across groups; give each group a different area of responsibility. 2/Provide cooperative learning activities. 3/Have students present materials in teams. 4/Assign team projects, such as writing and performing skits. 5/Have students prepare culturally oriented meals. 6/Sing foreign language songs. 7/Arrange for students to teach younger students. 8/Organize team-building activities. 9/Use role -plays. 10/Process/discuss group dynamics. 11/Model group roles. 12/Guide student reflection on team/club membership and the importance of collective abilities in achieving group goals and objectives.
SUPV Assess				

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A1, <i>continued</i> Demonstrate the leadership and membership skills necessary to succeed as a member of a team. NOTES	2.6.1	Works effectively as part of a team. Explains the team's importance to departmental and organizational goals; participates appropriately in staff/team/department meetings; fulfills personal responsibilities as a team member.	13/Discuss contributions—personal attributes/attitudes and actions—and rewards of participating in athletics, student government, and extra-curricular school activities. 14/Have students develop norms for support groups.
SUPV Assess				

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A2 Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. NOTES	1.2.2	Researches qualifications for entry-level employment in occupational areas of interest. Identifies appropriate academic background, personal traits, skills, and aptitudes necessary for success in occupational areas of interest.	1/Expose all students (not just those taking a language) to foreign language translation, conversation, and map-reading to develop international skills. 2/Have students search media such as the Internet and newspaper want ads for opportunities to use foreign languages on the job. 3/Have guest speakers talk about their own careers. 4/Share personal career experiences. 5/Introduce academic topics in a career-application context, e.g., use genetic engineering to frame polynomials and the Punnett Square. 6/Use the CHOICES program. 7/Tour Mid-Coast School of Technology or another technical high school or college.
SUPV Assess		1.2.3	Identifies suitable career/occupational targets. Compares/contrasts personal qualifications and interests with career employment requirements to select target occupational areas.	

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A2, <i>continued</i> Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. NOTES	1.2.2	Researches qualifications for entry-level employment in occupational areas of interest. Identifies appropriate academic background, personal traits, skills, and aptitudes necessary for success in occupational areas of interest.	8/Have students sample programs offered at Mid-Coast School of Technology or another technical high school or college. 9/Assign occupational research reports that include job-shadowing and interviewing strategies, related occupations, and a list/description of transferable skills from one occupation/career to another. 10/Discuss the career section of textbooks. 11/Relate textbook topics to applicable career opportunities and corresponding 2- and 4-year college majors. 12/Relate career exploration to academic content areas. 13/Explain and have students do a job analysis. 14/Role-play a career counselor-client interview.
SUPV Assess		1.2.3	Identifies suitable career/occupational targets. Compares/contrasts personal qualifications and interests with career employment requirements to select target occupational areas.	

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A2, <i>continued</i> Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. NOTES	1.2.2	Researches qualifications for entry-level employment in occupational areas of interest. Identifies appropriate academic background, personal traits, skills, and aptitudes necessary for success in occupational areas of interest.	15/Have students prepare a personal inventory of skills, qualities, and experiences applicable to their career area of interest. 16/Have students share various aspects of their work experiences. 17/Use BRIDGES program.
SUPV Assess		1.2.3	Identifies suitable career/occupational targets. Compares/contrasts personal qualifications and interests with career employment requirements to select target occupational areas.	

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A3 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements. NOTES	1.2.5	Researches career paths in target occupational areas. Identifies further education/training necessary or advisable for advancement in each target occupational area.	1/Have students interview a professional to find out how educational requirements have changed. 2/Have students use the Internet to investigate labor market information. 3/Assign a research project on job trends. 4/Discuss current events in foreign countries, focusing on technological and social changes. 5/Have students explore career and educational options by investigating foreign travel and study. 6/Assign group learning and research projects that incorporate the changing nature of work. 7/Use guest speakers to present changes/trends in career opportunities. 8/Arrange one-on-one sessions between students and guidance counselors. 9/Hold evening career-related presentations and workshops for parents and students.
SUPV Assess				

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A4 Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service. NOTES	2.8.2	Meets customer needs. Identifies customer needs; assesses ability to meet customer needs; develops action plans; contacts other personnel as appropriate; completes related paperwork.	1/Simulate a business situation in class. 2/Have students survey local community business leaders. 3/Have students interview customer service representatives to discuss basic business concepts. 4/Explain labor and market concepts. 5/Discuss international commerce, balance of trade, currency exchange rates, and standard of living in different countries. 6/Have student teams present current events topics in the context of economic trends. 7/Help students develop a personal budget. 8/Simulate financial scenarios based on students' personal budgets. 9/Have students play stock market simulations. 10/Encourage students to actively invest for the future.
SUPV Assess		3.2.1	Explains economics of supply and demand in terms of a particular company. Describes cause-and-effect relationship between supply and demand for company product, service, or workforce.	
		3.2.2	Explains effects of competition on a particular company. Determines role of competition in pricing, production and delivery, employee recruitment and compensation, and emphasis on customer needs.	

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A4, <i>continued</i> Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service. NOTES	2.8.2	Meets customer needs. Identifies customer needs; assesses ability to meet customer needs; develops action plans; contacts other personnel as appropriate; completes related paperwork.	11/Have students find maximum and minimum revenue functions, cost function, and profit function. 12/Ask students to graph revenue and cost functions and find the break-even point. 13/Discuss how to maintain the school store by setting minimum prices and determining unit costs; use the “Dog Cookie” or other project to teach product development, packaging, marketing, and distribution as well as the importance of market share and profitability. 14/Hold an exhibition and sale of student art.
		3.2.1	Explains economics of supply and demand in terms of a particular company. Describes cause-and-effect relationship between supply and demand for company product, service, or workforce.	
SUPV Assess		3.2.2	Explains effects of competition on a particular company. Determines role of competition in pricing, production and delivery, employee recruitment and compensation, and emphasis on customer needs.	

Career Preparation Standard B

EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>CP Career Preparation B1 Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.</p> <p>NOTES</p>	1.1.1	<p>Identifies career/occupational interests, aptitudes, and capabilities. Determines career interests through formal and informal research such as interest inventories, aptitude and achievement testing, learning style and personality assessment, discussions with counselors/friends/family members, self-help books on career/job search, journal writing, and other self-awareness activities.</p>	<p>1/Relate student career goals and personal interests to academic activities. 2/Share personal career experiences related to academics and business. 3/Have students explore media such as the Internet, newspapers, and magazines to find entry-level jobs requiring academic skills. 4/Use CHOICES program. 5/Have students maintain writing folders for business letters and other career-related writing. 6/Have students self-evaluate performance on projects. 7/Stress personal skills and responsibilities in class. 8/Establish peer-editing groups for the writing process, in addition to self-evaluation of writing and speaking activities. 9/Help students exhibit and sell their art. 10/Discuss interests, abilities, and skills in relation to a career in fine arts/performance.</p>
SUPV Assess		1.1.2	<p>Documents personal profile information for school, work, and community activities. Creates and maintains Career Portfolio of work-related experience, letters of recommendation, school transcript, awards/certifications, school or community projects, and self-assessment results.</p>	

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.
Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B2 Demonstrate job-seeking skills. NOTES	1.2.1	Researches career information from counseling and media sources to determine variety of occupations available. Consults career/guidance counselors and media sources such as CGOE (<i>Complete Guide for Occupational Exploration</i>), DOT (<i>Dictionary of Occupational Titles</i>) or O*NET (Internet version), OOH (<i>Occupational Outlook Handbook</i>), and (see Appendixes in Form X for resource list and Internet sites) to gather specific career information.	1/Use newspaper ads as a job-search tool. 2/Have students research job and travel opportunities that require/use foreign language skills. 3/Role-play making telephone appointments. 4/Have students practice filling out job application forms.
SUPV Assess		1.2.7	Relates career/occupational interests to local work opportunities. Researches local companies/organizations providing employment in each target occupational area.	
		1.3.1	Designs job-search plan. Identifies necessary steps in a comprehensive job search, from initial research to interview, follow-up, and negotiation strategies, including resources, strategies, and timelines.	

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B2, <i>continued</i> Demonstrate job-seeking skills. NOTES	1.3.2	Locates specific employment opportunities in target occupational areas. Identifies one or more companies/organizations to explore for specific employment opportunities; uses own research as well as school-sponsored activities such as career days, field trips, and guest speakers; lists people who could be potential links to identified companies/organizations through networking (see Glossary in Form X).	(See above.)
SUPV Assess		1.3.5	Completes job application materials. Submits job application letter/form and Career Portfolio/resume to hiring entity, whether school-project faculty, STC (school-to-career) coordinator, or potential employer; follows up appropriately.	

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.
Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B2, <i>continued</i> Demonstrate job-seeking skills. NOTES	1.3.6	Prepares for mock/real job interview. Practices responses to likely interview questions; chooses appropriate clothing; identifies with whom and where interview will be precisely; determines best travel plan and leeway necessary to arrive early; researches company/organization and job; prepares questions to ask interviewer.	<i>(See above.)</i>
SUPV Assess		1.3.7	Participates in mock/real job interview. Dresses appropriately, arrives in time to be relaxed; makes eye contact and gives firm handshake; displays positive attitude and eagerness to learn; discusses qualifications and asks questions; concludes interview and follows up appropriately.	

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B3 Assess personal, educational, and career skills that are transferable among various jobs. NOTES	1.2.4	Determines entry-level qualifications common to target occupational areas and applies this information to job-search strategies. Analyzes knowledge and skills transferable from one occupational target area to another.	1/Have students use newspaper ads to assess their job skills. 2/Discuss career areas that use foreign language skills. 3/Relate results of CHOICES program to students' personal skills and individual jobs. 4/Stress the personal management skills that employers want. 5/Stage mock interviews. 6/Include business letters and interview worksheets in students' portfolios. 7/Have students practice completing sample forms such as tax returns and loan applications. 8/Role-play a job interview to give students practice in self-advocacy and in matching skills to specific tasks.
SUPV Assess		1.3.3	Evaluates employment opportunities. Analyzes pros and cons of opportunity using ideal job and self-assessment criteria.	

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B4 Explain the problems and possible benefits of involuntary changes in employment, including information on what actions the employee can take to make it easier to find a new position or to become self-employed. NOTES	3.1.6	Designs and implements transition plan. Sets goals for new employment; plans strategies and takes steps to achieve goals.	1/Have students role-play a job-change decision, a job lay-off, or a plant closure and devise coping strategies/plans. 2/Have students brainstorm a model company: product(s)/service(s), ideal customer profile, “real” or e-business, “back office” support, “front office” delivery, job positions, employee attitudes and skills, etc.
SUPV Assess		3.1.7	Investigates entrepreneurship as an employment option. Identifies rewards and challenges of starting a business and personal characteristics necessary for success.	

Career Preparation Standard C

INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation C1 Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives. NOTES	1.2.2	Identifies suitable career/occupational targets. Compares/contrasts personal qualifications and interests with career employment requirements to select target occupational areas.	1/Facilitate student travel, study abroad, and opportunities for hosting exchange students. 2/Have students perform a variety of life-skills tasks such as completing insurance and tax forms, budgeting for and purchasing goods, and filling out job applications. 3/Ask a variety of adults to share their college- and job-preparation experiences. 4/Talk about the benefits of having foreign language skills. 5/Have students read and discuss career sections in newspapers and texts. 6/Help students prepare career portfolios to enhance their applications for 2- or 4-year college programs and for jobs. 7/Help students exhibit and sell their own creations. 8/Invite speakers and take students on worksite visits. 9/Relate school subjects to areas of employment. 10/Have students develop a family budget based on an ideal job.
SUPV Assess				

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation C2 Demonstrate knowledge of customer satisfaction strategies. NOTES	2.8.2	Meets customer needs. Identifies customer needs; assesses ability to meet customer needs; develops action plans; contacts other personnel as appropriate; completes related paperwork.	1/Discuss part-time jobs and workplace ethics. 2/Assign papers on ethical conflicts at work.
SUPV Assess				
SELF Assess	CP Career Preparation C3 Demonstrate an understanding of how humans change and adapt technology to their benefit. NOTES	2.5.1	Operates common business equipment. Uses common equipment such as telephone systems, fax machines, message systems, photocopiers, and electronic calculators appropriately and efficiently.	1/Assign student teams the responsibility of presenting one current event topic a week. 2/Use newspapers in class projects. 3/Invite guest speakers. 4/Use CHOICES program and assign writing folders. 5/Encourage career portfolios.
SUPV Assess				

CPC00 – CAREER PREPARATION – INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation C4 Use mathematical, scientific, and technological tools to design and apply solutions to a community problem. NOTES	1.3.4	Identifies a variety of options for obtaining work experience. Investigates options for acquiring work experience, such as in-school or volunteer/service learning community projects, SBE (school-based enterprise), and various STC (school-to-career) pathways.	1/Have student teams design a benign bicycle path through an ecologically sensitive area. 2/Ask students to identify community/school problems and generate data to find solutions. 3/Demonstrate how to use a graphing calculator or computer to model data and find best-fit equations.
SUPV Assess				
SELF Assess	CP Career Preparation C5 Demonstrate an understanding of workplace safety and human factors in the development of products, services, or processes. NOTES	2.2.4	Maintains safe work area. Keeps clean, well-organized, and manageable work station(s); identifies and reports hazardous and unsafe conditions; stores/secures supplies safely and systematically; disposes of used supplies and equipment according to organizational, manufacturer, and government regulations.	1/Discuss unreasonable expectations, human error, and margin of error. 2/Invite guest speakers for specific topics. 3/Discuss gender-equity and disability issues. 4/Discuss current events. 5/Stress food lab sanitation and safety in the textbook and in application.
SUPV Assess				

Career Preparation Standard D

BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation D1 Illustrate how resources and support systems, available within a community, assist individuals in their roles as workers and family members. NOTES	2.7.6	Uses resources appropriately. Evaluates need for supplies, equipment, and work space; makes requests through appropriate channels; minimizes waste of time, material, and energy.	1/Talk about how family, village, and friends often provide services in less wealthy countries that in the US are provided by various social service agencies. 2/Bring in guest speakers to discuss careers, current events, culture, and services available in local communities. 3/Design projects that incorporate local history, businesses, available agencies/services, maps, etc. 4/Share personal school experiences and preparation for the job market. 5/Use peer teaching and students teaching younger students. 6/Use CHOICES program. 7/Encourage students to share cooking projects with their families and practice related skills, e.g., how to shop for the best buy, how to choose healthy foods at restaurants, etc.
SUPV Assess		3.1.5	Recognizes when change in employment is necessary. Accepts stress as inevitable companion of change; takes care of items/loose ends needing immediate attention; seeks resources for coping with short- and long-term effects of change.	

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation D2 Use knowledge and theories of growth and development to help balance multiple responsibilities. NOTES	2.7.2	Displays a positive work ethic. Sets high standards for work quality and quantity; uses time efficiently; exhibits readiness to assume additional duties.	1/Discuss what should and should not go on a job application; emphasize second-language ability as an asset. 2/Explore psychology of development according to own life changes. 3/Have students document their current responsibilities, then make a hypothetical decision about whether an elderly relative should go to a nursing home or have other types of care, taking into consideration both their own best interests and those of the relative. 4/Maintain a structured class environment that allows for logical consequences. 5/Discuss self-management skills, including time management. 6/Have students prepare timelines for long-term projects. 7/Make group decisions by brainstorming options and the pros and cons of each. 8/Have students practice relaxation techniques prior to taking exams.
SUPV Assess		2.7.4	Applies time-management techniques. Prioritizes tasks; develops work plan to complete tasks efficiently; completes tasks within time parameters.	
		3.1.3	Manages time effectively. Recognizes various demands on time and need for balancing work with personal, family, and community activities; schedules tasks according to importance, deadline, and balance.	

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities. Students will be able to—				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation D3 Demonstrate an understanding of the importance of community involvement to family and community life. NOTES	3.1.3	Manages time effectively. Recognizes various demands on time and need for balancing work with personal, family, and community activities; schedules tasks according to importance, deadline, and balance.	1/Encourage participation in community service. 2/Conduct class projects that benefit the community. 3/Facilitate student travel/study abroad. 4/Encourage participation in student exchange programs. 5/Structure group/partner work to foster strong interdependence. 6/Have students write an autobiography that includes how they, their responsibilities, and their families have changed over the years. 7/Encourage participation in student government. 8/Encourage participation in theater production, band, or chorus activities.
SUPV Assess		3.1.5	Recognizes when change in employment is necessary. Accepts stress as inevitable companion of change; takes care of items/loose ends needing immediate attention; seeks resources for coping with short- and long-term effects of change.	

CPD00 – CAREER PREPARATION – BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

Students will be able to—

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation D4 Demonstrate an ability to manage personal resources. NOTES	2.7.6	Uses resources appropriately. Evaluates need for supplies, equipment, and work space; makes requests through appropriate channels; minimizes waste of time, material, and energy.	1/Have students create a personal budget based on income from a part-time job. 2/Invite presentations by banks and credit unions. 3/Have students develop personal financial plans, justify the need for such plans, and explain their relationship to a career choice and desired lifestyle. 4/Simulate financial scenarios based on student budgets. 5/Participate in stock market simulations. 6/Invite presentations by financial advisors. 7/Encourage students to open a savings account. 8/ Have students practice preparing an income tax form. 9/Use the school store for students to practice counting money, making change, balancing a cash register, and maintaining store financial records. 10/Help students understand financial aid and its effects on their future.
SUPV Assess		3.1.2	Creates budget based on current earnings and expenses; sets realistic financial goals based on career choice and preparation. Determines earnings outlook for chosen career; defines financial goals and outlines actions and timeframe for meeting goals; weighs pros and cons of actions short- and long-term.	

Section Contents – CAREER PREPARATION FOR HIGH SCHOOL STUDENTS

TAB 5 ♦

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Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*

2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

3=Meets the standard: demonstrates all of the skill all of the time.

4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

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MLR Standards : English Language Arts

A. PROCESS OF READING	83
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	
C. LANGUAGE AND IMAGES	83
Students will demonstrate an understanding of how words and images communicate.	
D. INFORMATIONAL TEXTS	85
Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	
E. PROCESSES OF WRITING AND SPEAKING	88
Students will demonstrate the ability to use the skills and strategies of the writing process.	
F. STANDARD ENGLISH CONVENTIONS	89
Students will write and speak correctly, using conventions of standard written and spoken English.	
G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING	90
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	
H. RESEARCH-RELATED WRITING AND SPEAKING	91
Students will work, write, and speak effectively in connection with research in all content areas.	

Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

◆ Layout Guide for Part 5

MAINE LEARNING RESULT				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess* <u>Student rating of own level</u>	ELA English Language Arts D6 Explain how new information from a text changes personal knowledge. <u>Relevant academic MLR for High School students listed in order, according to the Section Checklist above.</u> NOTES <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, student process/progress, etc.</u>	2.4.1 <u>Task number (part, section, item)</u>	Locates needed reading materials. Scans written resources quickly to locate needed information; selects materials most relevant to assigned duties. <u>Task +</u> <u>How task might “look” when accomplished.</u>	<u>Space for faculty and staff ideas for career preparation activities linked to academic MLR.</u>
SUPV Assess* <u>Faculty or other supervisor rating</u>				

*Task Assessment Rating Key

1=Does not meet the standard: demonstrates part of the skill part of the time.

2=Partially meets the standard: demonstrates part of the skill all of the time or all of the skill part of the time.

3=Meets the standard: demonstrates all of the skill all of the time.

4=Exceeds the standard: demonstrates all of the skill all of the time with increased sophistication.

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts A6, A7 Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms, abbreviations, and acronyms. NOTES	2.4.2	Applies reading skills. Explains main ideas in technical, policy, safety, and regulatory materials; uses office communications such as memos, letters, and reports to complete assigned duties.	
SUPV Assess				
SELF Assess	ELA English Language Arts C1 Demonstrate an understanding of the relationship among perception, thought, and language. NOTES	2.4.8	Applies listening skills. Pays attention during conversations and presentations; follows oral directions and instructions.	
SUPV Assess				

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts C2 Demonstrate an understanding of how language considerations and representations involving gender affect communication. NOTES	2.2.5	Identifies and responds appropriately to observation/knowledge of illegal activity in the workplace. Recognizes and documents drug use, sexual harassment, theft, or other illegal activity and reports to supervisor or other appropriate person, maintaining confidentiality according to company/organization policy.	
SUPV Assess				
SELF Assess	ELA English Language Arts C3 Compare the ways various social, occupational, and cultural groups use language and comment on the impact of language use on the way people are viewed and treated. NOTES	2.3.6	Displays flexibility. Responds appropriately to organizational and technological change and to new or different ideas and opinions; works effectively among a variety of situations and people.	
SUPV Assess				

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts C6 Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their [own] use of English. NOTES	2.4.5	Prepares written communications. Develops/responds to communications such as memos, letters, and reports using proper business writing style; ensures relevant, clear, accurate, and complete information.	
SUPV Assess				
SELF Assess	ELA English Language Arts D1 Scan a passage to determine whether a text contains relevant information. NOTES	2.4.1	Locates needed reading materials. Scans written resources quickly to locate needed information; selects materials most relevant to assigned duties.	
SUPV Assess				

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts D2 Distinguish between apparent fact and opinion in nonfiction texts. NOTES	2.4.1	Locates needed reading materials. Scans written resources quickly to locate needed information; selects materials most relevant to assigned duties.	
SUPV Assess				
SELF Assess	ELA English Language Arts D3 Use discussions with peers as a way of understanding information. NOTES	2.6.1	Works effectively as part of a team. Explains the team's importance to departmental and organizational goals; participates appropriately in staff/team/department meetings; fulfills personal responsibilities as a team member.	
SUPV Assess				

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts D5 Analyze and synthesize the concepts and details in informational texts. NOTES	2.4.2	Applies reading skills. Explains main ideas in technical, policy, safety, and regulatory materials; uses office communications such as memos, letters, and reports to complete assigned duties.	
SUPV Assess		2.4.3	Uses reading materials in a variety of formats. Applies information contained in materials such as graphs, tables, charts, schedules, and calendars.	
		2.4.4	Follows written directions/instructions. Interprets and completes tasks from written material accurately and efficiently.	
SELF Assess	ELA English Language Arts D6 Explain how new information from a text changes personal knowledge. NOTES	2.4.1	Locates needed reading materials. Scans written resources quickly to locate needed information; selects materials most relevant to assigned duties.	
SUPV Assess				

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts E2 Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.	2.4.5	Prepares written communications. Develops/responds to communications such as memos, letters, and reports using proper business writing style; ensures relevant, clear, accurate, and complete information.	
SUPV Assess	NOTES			
SELF Assess	ELA English Language Arts E3 Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	2.4.5	Prepares written communications. Develops/responds to communications such as memos, letters, and reports using proper business writing style; ensures relevant, clear, accurate, and complete information.	
SUPV Assess	NOTES			
SELF Assess	ELA English Language Arts E4 Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.	2.4.8	Applies listening skills. Pays attention during conversations and presentations; follows oral directions and instructions.	
SUPV Assess	NOTES			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts F1 Edit written work for standard English spelling and usage, evidenced by pieces that show and contain... no significant errors in grammar, spelling, or punctuation. NOTES	2.4.6	Applies editing and proofreading skills. Edits/revises written information, including messages, for clarity and precision; verifies information accuracy and completeness.	
SUPV Assess		2.9.1	Maintains work-related information/data. Organizes written and electronic information/data; corrects mechanical faults, such as misspellings; keeps data/information up to date.	
SELF Assess	ELA English Language Arts F2 Demonstrate how language usage may depend on the situation. NOTES	2.1.3	Participates in company/organization orientation. Displays attitude of full attention; asks questions and records information as appropriate.	
SUPV Assess		2.4.8	Applies listening skills. Pays attention during conversations and presentations; follows oral directions and instructions.	

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking

F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking

H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts G4, G7 Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend) and in which the organization of the work follows from the purpose. NOTES	2.4.5	Prepares written communications. Develops/responds to communications such as memos, letters, and reports using proper business writing style; ensures relevant, clear, accurate, and complete information.	
SUPV Assess		2.4.13	Expresses personal opinions and ideas. Conveys personal opinions and ideas concerning the completion of assigned duties clearly and appropriately.	
SELF Assess	ELA English Language Arts G11 Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations. NOTES	2.4.9	Applies oral language skills. Responds appropriately during conversations with supervisors, co-workers, and customers; uses proper language etiquette in person and on the telephone; speaks clearly and directly.	
SUPV Assess				

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts H1 Develop an appropriate strategy for finding information on a particular topic. ELA English Language Arts H2 Use referencing while doing research. NOTES	1.2.1	Researches career information from counseling and media sources to determine variety of occupations available. Consults career/guidance counselors and media sources such as CGOE (<i>Complete Guide for Occupational Exploration</i>), DOT (<i>Dictionary of Occupational Titles</i>) or O*NET (Internet version), OOH (<i>Occupational Outlook Handbook</i>), and <i>Young Person's OOH</i> (see Appendixes in Form X for resource list and Internet sites) to gather specific career information.	
SUPV Assess		2.10.2	Obtains essential data. Identifies appropriate sources of information; collects relevant and comprehensive data from multiple sources; distinguishes between essential and non-essential data sources.	

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts H3 Record significant information from events attended and interviews conducted. NOTES	1.3.7	Participates in mock/real job interview. Dresses appropriately, arrives in time to be relaxed; makes eye contact and gives firm handshake; displays positive attitude and eagerness to learn; discusses qualifications and asks questions; concludes interview and follows up appropriately.	
SUPV Assess		2.10.2	Obtains essential data. Identifies appropriate sources of information; collects relevant and comprehensive data from multiple sources; distinguishes between essential and non-essential data sources.	

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) <i>Research-related writing and speaking</i>				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts H4,5,6,7,8 Identify and use research sources such as library information services; government publications, in-depth field studies, and almanacs; CD-ROM, microfiche, and similar media; a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources; search engines and other Internet resources. NOTES	1.2.1	Researches career information from counseling and media sources to determine variety of occupations available. Consults career/guidance counselors and media sources such as CGOE (<i>Complete Guide for Occupational Exploration</i>), DOT (<i>Dictionary of Occupational Titles</i>) or O*NET (Internet version), OOH (<i>Occupational Outlook Handbook</i>), and <i>Young Person's OOH</i> (see Appendixes in Form X for resource list and Internet sites) to gather specific career information.	
SUPV Assess		2.10.2	Obtains essential data. Identifies appropriate sources of information; collects relevant and comprehensive data from multiple sources; distinguishes between essential and non-essential data sources.	

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts H11 Evaluate information for accuracy, currency, and possible bias. NOTES	2.10.3	Compares/contrasts information. Distinguishes among fact, theory, opinion, and assumption; identifies contradictions in data; chooses the most applicable data for the situation.	
SUPV Assess		3.2.6	Explains relationship of company image to profitability. Distinguishes between company proactive and reactive public relations; explains “spin” as a public relations tool.	
SELF Assess	ELA English Language Arts H12 Report orally, using a variety of technological resources to present the results of a research project. NOTES	2.6.2	Uses oral presentations to communicate effectively with team members. Prepares and delivers clear, concise, and to-the-point oral presentations, incorporating A-V (audio-visual) aids and handouts as appropriate.	
SUPV Assess				

MLR Standards : Health & Physical Education

Health

- A. HEALTH CONCEPTS**96
Students will understand health promotion and disease prevention concepts.
- B. HEALTH INFORMATION, SERVICES, AND PRODUCTS**99
Students will know how to acquire valid information about health issues, services, and products.
- C. HEALTH PROMOTION AND RISK REDUCTION**99
Students will understand how to reduce their health risks through the practice of healthy behaviors.
- E. COMMUNICATION SKILLS** 100
Students will understand that skillful communication can contribute to better health for them, their families, and the community.

Task Assessment Rating Key

- 1**=Does not meet the standard: *demonstrates part of the skill part of the time.*
2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*
3=Meets the standard: demonstrates all of the skill all of the time.
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

D/BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

H&PE00 – HEALTH & PHYSICAL EDUCATION – HEALTH EDUCATION A.) Health concepts B.) Health information, services, and products C.) Health promotion and risk reduction E.) Communication skills				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education A3 Evaluate the short- and long-term effects of risky behavior. NOTES	2.2.2	Uses ergonomically correct work methods. Complies with OSHA (Occupational Safety and Health Administration), state, and worksite ergonomic guidelines, e.g., proper posture/techniques for computer use, lifting heavy objects, etc.	
SUPV Assess		2.2.4	Maintains safe work area. Keeps clean, well-organized, and manageable work station(s); identifies and reports hazardous and unsafe conditions; stores/secures supplies safely and systematically; disposes of used supplies and equipment according to organizational, manufacturer, and government regulations.	
		2.2.5	Identifies and responds appropriately to observation/knowledge of illegal activity in the workplace. Recognizes and documents drug use, sexual harassment, theft, or other illegal activity and reports to supervisor or other appropriate person, maintaining confidentiality according to company/organization policy.	

H&PE00 – HEALTH & PHYSICAL EDUCATION – HEALTH EDUCATION A.) Health concepts B.) Health information, services, and products C.) Health promotion and risk reduction E.) Communication skills				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education A5 Analyze how the environment relates to personal and community health. NOTES	2.2.2	Uses ergonomically correct work methods. Complies with OSHA (Occupational Safety and Health Administration), state, and worksite ergonomic guidelines, e.g., proper posture/techniques for computer use, lifting heavy objects, etc.	
SUPV Assess				
SELF Assess	H&PE Health Education A7 Analyze how public health policies and laws influence health promotion and disease prevention. NOTES	2.2.1	Follows general workplace safety procedures. Complies with federal, state, and local safety guidelines/procedures relevant to assigned duties; follows organizational safety requirements for operation of equipment and machinery.	
SUPV Assess				

H&PE00 – HEALTH & PHYSICAL EDUCATION – HEALTH EDUCATION A.) Health concepts B.) Health information, services, and products C.) Health promotion and risk reduction E.) Communication skills				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education A8 Analyze how the prevention and control of health problems are influenced by research and medical advances. NOTES	2.2.1	Follows general workplace safety procedures. Complies with federal, state, and local safety guidelines/procedures relevant to assigned duties; follows organizational safety requirements for operation of equipment and machinery.	
SUPV Assess				
SELF Assess	H&PE Health Education A10 Describe how stress management relates to disease prevention. NOTES	3.1.5	Recognizes when change in employment is necessary. Accepts stress as inevitable companion of change; takes care of items/loose ends needing immediate attention; seeks resources for coping with short- and long-term effects of change.	
SUPV Assess				

H&PE00 – HEALTH & PHYSICAL EDUCATION – HEALTH EDUCATION A.) Health concepts B.) Health information, services, and products C.) Health promotion and risk reduction E.) Communication skills				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education B1 Provide evidence to support the validity of health information, products, and services.	2.2.2	Uses ergonomically correct work methods. Complies with OSHA (Occupational Safety and Health Administration), state, and worksite ergonomic guidelines, e.g., proper posture/techniques for computer use, lifting heavy objects, etc.	
SUPV Assess	NOTES			
SELF Assess	H&PE Health Education C1 Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. H&PE Health Education C2 Demonstrate strategies to avoid, change, and report unsafe situations.	2.2.4	Maintains safe work area. Keeps clean, well-organized, and manageable work station(s); identifies and reports hazardous and unsafe conditions; stores/secures supplies safely and systematically; disposes of used supplies and equipment according to organizational, manufacturer, and government regulations.	
SUPV Assess	NOTES	2.2.5	Identifies and responds appropriately to observation/knowledge of illegal activity in the workplace. Recognizes and documents drug use, sexual harassment, theft, or other illegal activity and reports to supervisor or other appropriate person, maintaining confidentiality according to company/organization policy.	

H&PE00 – HEALTH & PHYSICAL EDUCATION – HEALTH EDUCATION A.) Health concepts B.) Health information, services, and products C.) Health promotion and risk reduction E.) Communication skills				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education E1 Demonstrate healthy ways to listen and communicate effectively with family, peers, and others. NOTES	2.3.3	Displays appropriate workplace behavior. Shows respect for others and for property and equipment; exhibits self-control; uses appropriate language.	
SUPV Assess				
SELF Assess	H&PE Health Education E2 Demonstrate strategies that can be used to prevent or solve conflicts without harm. NOTES	2.3.3	Displays appropriate workplace behavior. Shows respect for others and for property and equipment; exhibits self-control; uses appropriate language.	
SUPV Assess		2.6.3	Helps resolve team conflicts. Listens carefully to problem as stated by each side; checks for understanding; seeks help in resolving conflict from team leader/members or other appropriate person.	

A.) Health concepts B.) Health information, services, and products
C.) Health promotion and risk reduction E.) Communication skills

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education E3 Analyze the possible causes of conflict in schools, families, and communities. NOTES	2.6.3	Helps resolve team conflicts. Listens carefully to problem as stated by each side; checks for understanding; seeks help in resolving conflict from team leader/members or other appropriate person.	
SUPV Assess				

MLR Standards : Mathematics, Science & Technology

Mathematics

B. COMPUTATION	103
Students will understand and demonstrate computation skills.	
C. DATA ANALYSIS AND STATISTICS	104
Students will understand and apply concepts of data analysis.	
J. MATHEMATICAL REASONING	105
Students will understand and apply concepts of mathematical reasoning.	

Science & Technology

L. COMMUNICATION	105
Students will communicate effectively in the applications of science and technology.	

Task Assessment Rating Key

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3=Meets the standard: demonstrates all of the skill all of the time.
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

M00 – MATHEMATICS B.) Computation C.) Data analysis and statistics J.) Mathematical reasoning				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	M Mathematics B1 Use various techniques to approximate solutions, determine the reasonableness of answers, and justify the results. NOTES	1.2.6	Researches wage/salary ranges associated with entry-, mid-, and top-level positions in occupational area(s) of interest; projects annual income for each level and constructs matching budget. Uses state salary surveys to determine annual pay ranges for entry-, mid-, and top-levels of skill/experience in occupation; builds realistic annual or monthly budget for each level using a minimum of 10 categories, such as food, clothing, rent, utilities, transportation, insurance, healthcare, entertainment, gifts, charitable giving, and savings.	
SUPV Assess		3.1.2	Creates budget based on current earnings and expenses; sets realistic financial goals based on career choice and preparation. Determines earnings outlook for chosen career; defines financial goals and outlines actions and timeframe for meeting goals; weighs pros and cons of actions short- and long-term.	

M00 – MATHEMATICS B.) Computation C.) Data analysis and statistics J.) Mathematical reasoning				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	M Mathematics C1 Determine and evaluate the effect of variables on the results of data collection. NOTES	2.10.3	Compares/contrasts information. Distinguishes among fact, theory, opinion, and assumption; identifies contradictions in data; chooses the most applicable data for the situation.	
SUPV Assess		2.10.4	Summarizes data. Identifies important data patterns; organizes data into systematic/understandable formats.	
SELF Assess	M Mathematics C2 Predict and draw conclusions from charts, tables, and graphs that summarize data from practical situations. NOTES	2.10.3	Compares/contrasts information. Distinguishes among fact, theory, opinion, and assumption; identifies contradictions in data; chooses the most applicable data for the situation.	
SUPV Assess		2.10.5	Develops action plans based on data. Applies reasoning skills to develop conclusions; identifies desirable alternatives; evaluates data to suggest a course of action.	

M00 – MATHEMATICS B.) Computation C.) Data analysis and statistics J.) Mathematical reasoning				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	M Mathematics J1 Analyze situations where more than one logical conclusion can be drawn from data presented. NOTES	2.10.3	Compares/contrasts information. Distinguishes among fact, theory, opinion, and assumption; identifies contradictions in data; chooses the most applicable data for the situation.	
SUPV Assess				
SELF Assess	S&T Science & Technology L7 Use computers to organize data, generate models, and do research for problem-solving. NOTES	2.5.2	Performs computer applications. Operates computers and computerized equipment to complete assigned tasks.	
SUPV Assess				

MLR Standards : Social Studies – Economics

A. PERSONAL AND CONSUMER ECONOMICS	107
Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
B. ECONOMIC SYSTEMS OF THE UNITED STATES	108
Students will demonstrate an understanding of how words and images communicate.	
C. COMPARATIVE SYSTEMS	110
Students will analyze how different economic systems function and change over time.	
D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE.....	111
Students will understand the patterns and results of international trade.	

Task Assessment Rating Key

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3=Meets the standard: demonstrates all of the skill all of the time.
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States

C.) Comparative systems D.) International trade and global interdependence

Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>SS Economics A1 Conduct a cost-benefit analysis of a personal or business decision.</p> <p>SS Economics A2 Evaluate different forms of savings and investments for short- and long-term returns (e.g., stocks, bonds, money market funds).</p> <p>SS Economics A3 Demonstrate an understanding of credit history and the positive and negative impacts that credit can have on an individual's financial life.</p>	3.1.2	<p>Creates budget based on current earnings and expenses; sets realistic financial goals based on career choice and preparation.</p> <p>Determines earnings outlook for chosen career; defines financial goals and outlines actions and timeframe for meeting goals; weighs pros and cons of actions short- and long-term.</p>	
SUPV Assess	NOTES			

SS00 – SOCIAL STUDIES – ECONOMICS A.) Personal and consumer economics B.) Economic systems of the United States C.) Comparative systems D.) International trade and global interdependence				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics B1 Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product. NOTES	3.2.3	Describes production cycle for a particular company. Traces major steps for company product/service from raw material or concept to delivery; lists major resources needed to accomplish each step.	
SUPV Assess				
SELF Assess	SS Economics B2 Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy). NOTES	3.2.4	Explains governmental regulation of business in terms of constraints on a particular company. Outlines purpose and methods of government regulation; describes effects of regulation on company.	
SUPV Assess				

SS00 – SOCIAL STUDIES – ECONOMICS A.) Personal and consumer economics B.) Economic systems of the United States C.) Comparative systems D.) International trade and global interdependence				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics B3 Explain the positive and the negative impacts of advertising techniques on consumer behavior. NOTES	3.2.5	Distinguishes among advertising, marketing, and public relations as business strategies for a particular company. Explains company goals for advertising, marketing, and public relations and how company measures success in achieving these goals.	
SUPV Assess				
SELF Assess	SS Economics B4 Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity). NOTES	3.2.7	Identifies relationship of a particular company to local, regional, state, or national economy. Identifies costs and benefits of company to its community and larger economy, such as number and types of jobs provided, taxes generated, infrastructure needed, symbiotic relationships with other companies/organizations, environmental impact, and philanthropy.	
SUPV Assess				

SS00 – SOCIAL STUDIES – ECONOMICS A.) Personal and consumer economics B.) Economic systems of the United States C.) Comparative systems D.) International trade and global interdependence				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics C1 Explain the impact of cultural values on economic decisions, using at least two examples. NOTES	3.2.7	Identifies relationship of a particular company to local, regional, state, or national economy. Identifies costs and benefits of company to its community and larger economy, such as number and types of jobs provided, taxes generated, infrastructure needed, symbiotic relationships with other companies/organizations, environmental impact, and philanthropy.	
SUPV Assess		3.2.8	Identifies cultural values of a particular company in relation to its employees. Explains company rationale for providing employee benefits such as overtime; paid holidays; vacation, parental, and other personal leave; flex time; education/training; and profit-sharing.	
		3.2.9	Identifies ways in which a US -owned company adapts to a foreign culture in order to produce or sell abroad. Cites ways in which a US company adjusts policies and activities to foreign expectations, such as pay scales, advertising, or relationships with host-country companies and governments.	

SS00 – SOCIAL STUDIES – ECONOMICS A.) Personal and consumer economics B.) Economic systems of the United States C.) Comparative systems D.) International trade and global interdependence				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics C2 Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth. NOTES	3.2.10	Explains opportunities and challenges of capitalism vs. other economic systems. Cites advantages and disadvantages of capitalism vs. other economic systems to companies/entrepreneurs, workers, and consumers.	
SUPV Assess				
SELF Assess	SS Economics D1 Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner. NOTES	3.2.11	Describes implications of the global marketplace for a particular company and its workers. Identifies challenges and opportunities for company and workforce when their product can be produced and sold anywhere in the world.	
SUPV Assess				
SELF Assess	SS Economics D2 Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government). NOTES	3.2.12	Describes influence of national politics on international trade. Explains role of political parties in setting international trade policies and the effects of these policies on a particular company or industry.	
SUPV Assess				

MLR Standards : Visual & Performing Arts

A. CREATIVE EXPRESSION 113

Students will create and/or perform to express ideas and feelings.

Task Assessment Rating Key

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2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

3=Meets the standard: demonstrates all of the skill all of the time.

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Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

V&PA – VISUAL AND PERFORMING ARTS A.) Creative expression				
Task Rating	SECONDARY MAINE LEARNING RESULT	TASK & STUDENT PERFORMANCE CRITERIA		IDEAS FOR CLASS ACTIVITIES
SELF Assess	V&PA A1 Create a visual or performance piece to communicate an idea, feeling, or meaning using a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills). NOTES	2.10.4	Summarizes data. Identifies important data patterns; organizes data into systematic/understandable formats.	
SUPV Assess				
SELF Assess	V&PA A5 Create a portfolio of work that communicates new ideas, feelings, and moods using different media, techniques, and processes. NOTES	1.1.2	Documents personal profile information for school, work, and community activities. Creates and maintains Career Portfolio of work-related experience, letters of recommendation, school transcript, awards/certifications, school or community projects, and self-assessment results.	
SUPV Assess				
SELF Assess	V&PA A6 Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity. NOTES	3.1.5	Recognizes when change in employment is necessary. Accepts stress as inevitable companion of change; takes care of items/loose ends needing immediate attention; seeks resources for coping with short- and long-term effects of change.	
SUPV Assess				

See **Form A** (Tabs/Parts 1-3) for the material above
arranged according to the career-development process.

See **Form X** for *Appendixes A, B, & C*

APPENDIX A : *Annotated List of Resources*

APPENDIX B : *Annotated List of Internet Sites*

APPENDIX C : *Glossary of Career-Related Terms*

Appendixes D & E in the original publication are not available online.

APPENDIX D*

Maine Learning Results Class Activities for Career Preparation K-12
Rockland District Schools: January 2000

APPENDIX E*

Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12
Region 8 Cooperative Board of Education: February 1998

**Copies can be obtained from—*

Curriculum Resource Center of Maine

200 Hogan Road ♦ Bangor, ME 04401
tel 942-1311 ♦ fax 942-1391



Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult with Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.

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